

VISIT...

LANZAROTE
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MATERIALS

Game cards;
Game board;
Markers

Sound Discrimination: Medial Sounds



5–8 minutes

Say the words *boy* and *choice* and tell the child that the words have the same sound in the middle: /oi/. Have the child repeat the words and the middle sound.

Say the following words: *house/mouth/coin*. Have the child repeat the words and tell you which two words have the same sound in the middle.

Repeat the steps with the following words, one group at a time: *cord/more/glad*; *house/moan/coat*; *book/cut/good*; *strung/punch/bird*; *street/mean/chill*. Have the child tell you the sound that is the same.

Say the following sentence slowly, emphasizing the /ôr/ sound in the middle of the words, and ask the child to clap every time he/she hears /ôr/: *Go to the porch and give Lord York a fork, more corn and pork, and pour him more lemonade*. Repeat for the sound of long /ē/: *We can eat three peaches, three beans, sweet ice cream, and green tea at the beach*.

Name each picture on the game cards with the child: *coin, four, hook, jeans, rake, road, slug, bear, bread, cheese, bike, rat, frog, jet, mitt, bird*. Shuffle the cards and stack them face down. Have the child draw a card, identify the middle sound, and name a word that has the same middle sound. If the child has difficulty naming the picture or identifying the sound, tell him/her. If the child can name a word that has the same middle sound, he/she can move along the game board the number of spaces indicated on the card. If incorrect, the child cannot move. It is now your turn to draw a card.

Blend Phonemes



2–3 minutes

Tell the child that you are going to say a word slowly by stretching out the sounds: /ssh/ /ēēē/ /lll/ /d/. Stretch the sounds except for the /d/. Tell the child that you are going to blend the sounds together to say the word: *shield*. Repeat one more time, having the child listen carefully.

Tell the child that you will say the sounds of some words and that you want him/her to blend them together to say the word. Say each sound slowly and distinctly.

tutor: /p/ /l/ /ā/ /t/; **child:** *plate*

tutor: /b/ /ûr/ /d/; **child:** *bird*

tutor: /ch/ /âr/ /m/; **child:** *charm*

tutor: /s/ /c/ /ôr/ /ch/; **child:** *scorch*

tutor: /s/ /t/ /r/ /ē/ /t/; **child:** *street*

MATERIALS

**Workmat;
Counters**

**Read-aloud
book**

Segment Phonemes



5–8 minutes

Say the word *crack*. Tell the child that you can segment the word into its sounds: /c/ /r/ /a/ /k/. Tell the child that there are four sounds in *crack*. Have the child segment the word *crack* into its four sounds.

Give the child the workmat and four counters. Have the child line up the counters under the four boxes on the workmat. Say the word *dress*. Have the child repeat the word and push a counter into a box for each sound he/she hears in the word. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /d/ /r/ /e/ /s/.

Repeat the steps with the words *black*, *kept*, *crash*, and *slime*.

Say the following words one at a time, and have the child repeat the words, segment the sounds, and tell you how many sounds he/she hears in each word.

tutor: *drive*; **child:** /d/ /r/ /ī/ /v/ (4)

tutor: *house*; **child:** /h/ /ou/ /s/ (3)

tutor: *chip*; **child:** /ch/ /i/ /p/ (3)

tutor: *blame*; **child:** /b/ /l/ /ā/ /m/ (4)

tutor: *grin*; **child:** /g/ /r/ /i/ /n/ (4)

tutor: *clack*; **child:** /c/ /l/ /a/ /k/ (4)

tutor: *snout*; **child:** /s/ /n/ /ou/ /t/ (4)

tutor: *sleep*; **child:** /s/ /l/ /ē/ /p/ (4)

Optional Listening Activity

Read the book *Isabel's Invitation* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /i/ as in *Isabel* and words with /i/ in the middle as in *kids*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

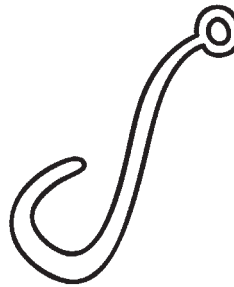
When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What did the kids expect to see at the exhibition? Why were they disappointed? What made them happy at the end?*



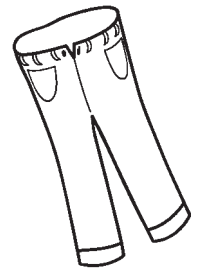
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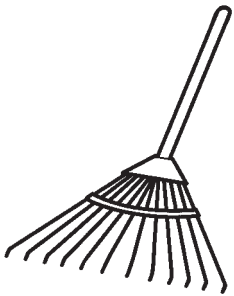
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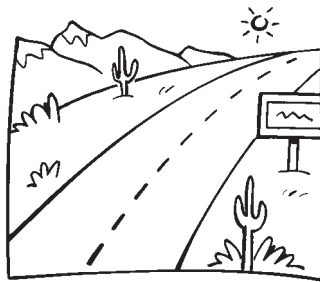
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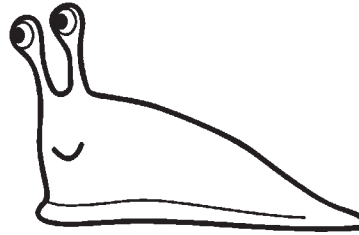
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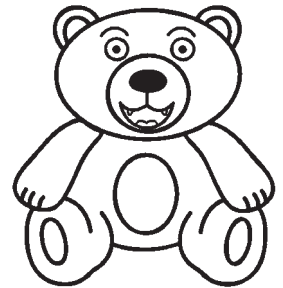
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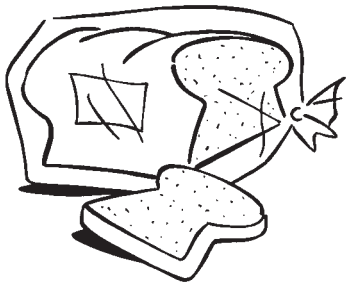
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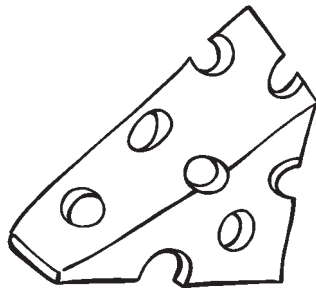
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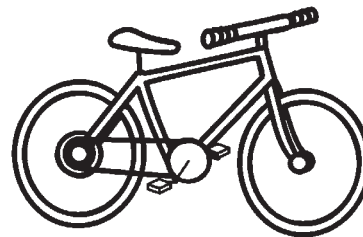
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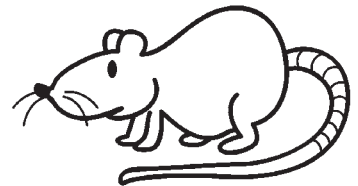
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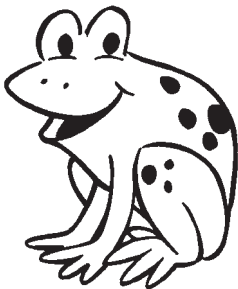
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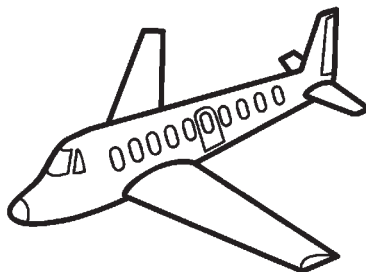
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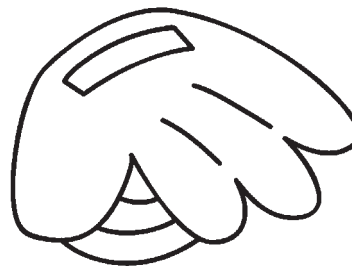
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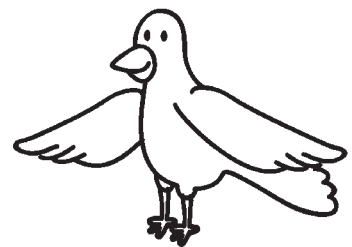
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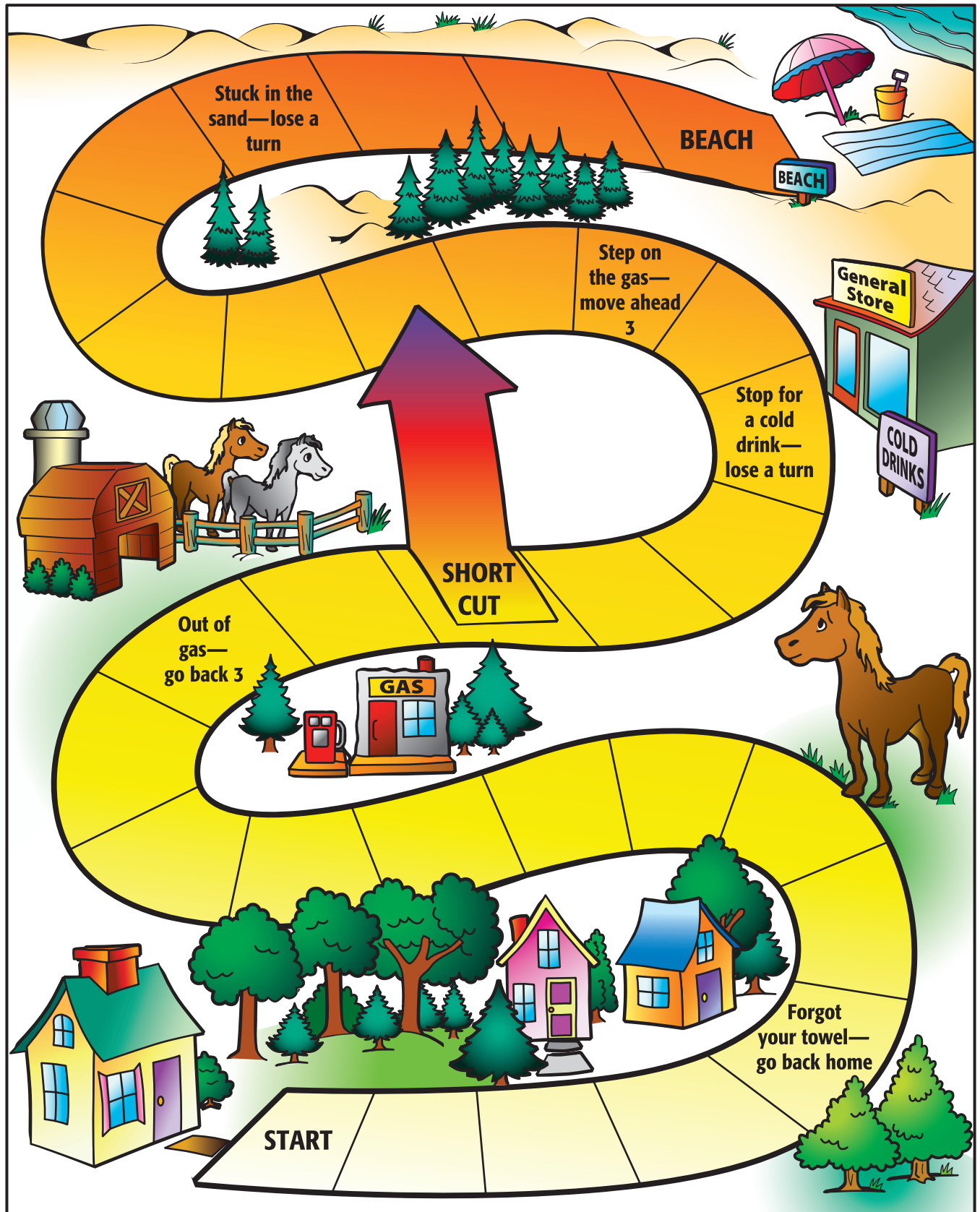
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